

Does activeness in organization improve English speaking skill? : university students' perspective

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ABSTRACT

The challenging nature of speaking English in connection to organization activeness of university students lead to some issues. The scarcity of research on that area was amongst the rationales behind conducting the present study. This study aimed to investigate students' perception on organization activeness in improving English speaking ability. A phenomenon in the background of this study indicates the significance of organizational activities for university students and the salient of English in educational context. This study was conducted at State Islamic University of Sunan Ampel Surabaya participated by 30 students of English Education department whom have actively involved the intra or extra campus organization. The instrument used to collect data for this study was a questionnaire that has been tested for its validity and reliability. The results of the present study revealed that the students' generally demonstrated their positive reflections on that the organizational activeness contributes to improving their English speaking ability.

Keywords: *speaking skill, organization, ELT, self confidence, public speaking*

Introduction

The activity of students in an organization affects the ability to speak in public. As has been defined, organization is a system of cooperation between several people to achieve common goals (Arikunto, 1990, p. 17). In other words, it can be interpreted that the organization as a group of people who gather to achieve goals (Hayati, 2008). Thus, the process of achieving these goals can be done through collaboration (Bahari, 2010, p. 42). In narrower situation, organization is a place for students to expand their knowledge and self-actualization to develop their non-academic activities (Febriana, Winanti, & Amelia, 2013). It means that organization is a lay for students to interact with their neighboring society. This function directly or indirectly trains students to communicate with others, as interaction needs communication. When the communication skills are always honed, then they have high self-confidence so that it will further affect their speaking ability.

Several studies have been done to investigate the organizational experiences that could influences students' communication skills. Communication is one of the abilities that everybody must master as students. For some reasons, communication is a process of sharing meaning

through verbal and nonverbal processes (Dariyo, 2013, p. 73). Sometimes students find it difficult to communicate fluently both in front of the class or when conduct conversation with fellow students. This can be caused by several factors such as self-confidence, cultural background, organizational experience, and so forth.

There have been also considerable researches that raise organizations as a means to hone their abilities. As explained that the organization is one place to expand students' knowledge and self-actualization to develop themselves non-academically (Febriana, Winanti, & Amelia, 2013). On the other hand, substantial studies explain what can improve the ability to speak English. Many learners try to master speaking skills because it is the most crucial aspect of foreign language learning and the way to measure the achievement in learning a foreign language in terms of their speaking ability in conversations using the language (Nunan, 1991, p. 39).

Bukhori (2016) in his research on public speaking anxiety in terms of self-confidence and activeness in student organizations concluded that organizations could influence student's self-confidence. This self-confidence will later influence anxiety speaking in public. He also ex-

plained that the more active the students in the organization, the higher their confidence increase. Furthermore, the higher the students' confidence achieved, the lower their level of anxiety in public speaking obtained. Another study by Hasanah (2014) explained the relationship between student activity in school organizations and communication skills of students with mathematics learning achievement of class XI students of Al-Islam 1 Surakarta Senior High School in academic year 2013/2014. Her study showed that school organizations have a significant effect on speaking ability and student learning achievement, therefore the researchers concluded that organizations also play a role in improving students' mathematics learning achievement.

Another research was conducted by Pratiwi et al. (2014) who investigated the relationship between organizations and students in creating leadership. Their study concluded that by participating in student organizations there would be a lot of communication with different people. This is where the communication and emotional abilities of students will be trained in dealing with conflicts that occur. Gradually because it continues to be honed, the spirit of student leadership will emerge. Thus, we can understand that organizations can hone the soul of student leadership. Pratiwi (2017) conducted a study on the effect of activeness in the organization and learning motivation on the learning achievement of students of the economic faculty of Yogyakarta State University. This study found that the activeness of students in following the organization has a significant effect on student learning motivation. This learning motivation will later affect student achievement. In other words, the more active students in an organization will increase the student's achievement.

As far as we have concerned, there has been no previous research investigated the relationship between organizations and English language skills. Therefore, this research was conducted as an effort to raise awareness of students who would benefit from their involvement in intra/extra campus organizations. As a result, this study aims to examine how students' perceptions of organizational activeness in improving their English speaking skills. Speaking English as a foreign language is difficult for learners. Even though it is difficult, but it does not mean impossible for learners to master the language. Learners regard that speaking as the most challenging skill because it needs extraordinary bravery as well as preparation for learning the new language. Regarding this, Brown (2001, p. 172) stated that speaking contains five components namely: grammar, vocabulary, comprehension, fluency, and pronunciation. Students have to pay attention to those elements.

Method

The purpose of this study was to examine and describe the students' perception toward organizational activeness to improve their speaking skill of English Education Department at State Islamic University of Sunan Ampel Surabaya. According to the aim of the study, this research can be regarded as a qualitative design which used a descriptive approach, since it tried to describe a phenomenon of language behavior.

Qualitative research employs word and images to answer questions (Donald et.al, 2010). As stated that one of the characteristics of qualitative is the natural setting since the aim is to describe social phenomenon without manipulation. Furthermore, qualitative research is the research the quality relationships, activities, situations, and materials. It focused in understanding the context attempts to explain the intentionality of behaviors (Donald et.al, 2010). According to the explanation before, it is believed to be an appropriated method in this study, since this study tried to explain the phenomenon without manipulation.

This study was carried out at the Islamic State University of Sunan Ampel Surabaya. The participants were students of English Education department at their sixth-semester. There were 30 students were participated in this study. They were activists in extra or intra campus organizations. The questionnaire was used as an instrument to collect their perception. The questionnaires were distributed to participants in order to answer the about their organization activities and how it could improve their speaking skill. After collecting their answers, the data were analysed using qualitative descriptive approach.

Findings and Discussion

In general, the results of data processing about students' perceptions of activeness in the organization to improve English speaking skills of students English Education department at the State Islamic University of Sunan Ampel Surabaya can be seen in Table 1.

Table 1 shows the average percentage of students' perception on the activeness in the organization to improve English speaking skills is 80, 3%. By using predetermined criteria, the results of the study showed that students' perceptions of organizational activeness to improve English speaking skills of the English education department students of State Islamic University of Sunan Ampel Surabaya was very useful (80,3%). The explanation of the results will be discussed by explaining every question and the answer of the question. We can analyze how the students' perception according to their respons-

Table 1. Students' responses of their perception on organizational activeness in improving English speaking skill

No	Questions	Yes	No
1	I have been active in organizational activities since I first entered college	73,3%	26,7%
2	I learned many things in the organization	96,7%	3,3%
3	I learned things that I didn't get in class when I follow the organization	100%	0%
4	I can speak publicly well by following the organization	90%	10%
5	I can improve my knowledge of English by joining organizations	93,3%	6,7%
6	I learned to communicate with other people by following the organization	89,7%	10,3%
7	I can reduce anxiety in speaking by following organization	80%	20%
8	I can improve my knowledge of English by joining organizations	76,7%	23,3%
9	I combine the experiences I have gained in the organization into my English speaking abilities	83,3%	16,7%
10	I can develop my English skills in various fields by participating in organizations	76,7%	23,3%
11	I can improve my English speaking skills by joining organizations	73,3%	26,7%
12	I can get experience speaking English that I did not get in class with the Organization	56,7%	43,3%

es.

For question #1, I have been active in organizational activities since I first entered college, 73, 3% of students or twenty two students claimed that they have been active in organizational activities since they first entered college. In State Islamic University of Sunan Ampel Surabaya the recruitment of organizational member started at the earliest day they come to the college.

Question #2, I learned many things in the organization, 96,7% of students or twenty nine students stated that they have learned many things from the organization they involved. At the State Islamic University of Sunan Ampel Surabaya, campus organizations offered experiences that students have not experienced before.

In response to the question: I learned things that I didn't get in class when I follow the organization, all students, i.e. 100% students claimed that they have learned things that they didn't get in class by joining in organization. This response is almost the same with the majority of students in answering the question #4 about: I can speak publicly well by following the organization. Of 90% students or twenty seven students stated that they can improve their public speaking skill by following organization.

Positive responses also demonstrated by students who stated that they can improve their knowledge of English by joining organizations. About 93, 3% of students or twenty eight students stated that they can improve their

knowledge of English by joining whatever organization they actively join in.

Of 89, 7% participants or twenty six students responded that they learn to communicate with other people by following organization. This result following the question about: I learned to communicate with other people by following the organization. Anxiety is almost a thing that every student avoids in English learning. However, the results show positive responses in answering to: I can reduce anxiety in speaking by following organization with 80% or twenty four students state that they can reduce their speaking anxiety by participating in an organization.

The positive results continue as demonstrated by the responses in answering to the question: I combine the experiences I have gained in the organization into my English speaking abilities. Students mentioned that they combine their experiences in organization with their English speaking ability. Of 83, 3% or twenty five students state that they can improve their knowledge of English by joining organizations.

About 76, 7% participants or twenty three students stated that they can improve their English knowledge by being members or participating in organization. I can improve my English speaking skills by joining organizations, as they response. About 73, 3% students or twenty two students stated that they can improve their English speaking skill by joining organization.

The result attained in response to questions #10 (I can develop my English skills in various fields by participating in organizations) and #12 (I can get experience speaking English that I did not get in class with the Organization) depicted that participants with total of 76, 7% of them or twenty three students stated that they can develop their English skill in various fields by participating in organization. Meanwhile 56, 7% respondents or seventeen students confirmed that they got more experiences in English speaking that they have not experienced in any class by joining organizational activity.

Discussion

The significance of Organization Activeness

Student organization is a form of activity in higher education organized by the principles of by and for students (Sukirman, 2004, p. 72). The organization is a vehicle and means for students' self-development towards expanding their knowledge and knowledge, as well as the integrity of their students. Student organizations are also a forum for the development of student extracurricular activities in higher education which includes the development of reasoning, science, interests, talents, and interests of the students themselves (Sudarman, 2004, p. 34). This was confirmed by the decree of Republic of Indonesia's Minister of Education and Culture No.155/U/1998 concerning General Guidelines for Student Organizations in Higher Education, that intra-college student organizations are a vehicle and means for students' self-development towards broadening their horizons and increasing their scholarship and personality integrity to achieve higher education goals.

University students who become a member of an organization are generally more socially active than those students who do not actively involved in an organization (Ginosyan, Tuzlukova, & Hendrix, 2019). If one becomes a member of an organization, a student will also be trained to interact with various types of people. Not only colleagues in one department, but also student will communicate with his colleagues from other study programs or even across university. With this activity, it will undoubtedly expand students' understanding of the various characteristics of people. As per general knowledge, humans are unique individuals. When they have to work in the future, this skill will be absolutely beneficial. As a result, by having the English speaking ability and confidence, students' will be more experienced by interacting with various characters of associates.

Organizational Activity as Medium for Improving English Speaking

The result of the study demonstrated that majority of university students asserted that by

joining or being active in extra or intra campus organization that could help them to improve their English speaking skill and boost their confidence in public speaking. This result furthermore confirms that speaking is one of the four macro skills that are necessary for effective communication in any language, mainly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. Because of the significant role of speaking in action, Bailey (2005) and Goh (2007) explained how to augment the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment.

Speaking is one of the most effective ways to have communication with other people, speaking also the way for people to express their feeling. The significant care and the globalization of English have been caused by broad demand for good English-speaking skills in various realms. The evidence manifested that some features of speaking abilities are amenable to instruction in the second or foreign language classroom (Derakhshan, Tahery, & Mirarab, 2015).

Conclusion

Based on the results of the present research that has been described, it can be concluded that activeness in the organization generally can improve the speaking ability of the English students at the State Islamic University of Sunan Ampel Surabaya. The organization is a tool and vehicle for developing talents, interests and self-potential for activists within the organization (Haryono, 2014, p. 77). Students at this time are the biggest hope for the community as a connoisseur of the people, especially for changes in society (social of change agent).

Therefore, further suggestions can be made as follows. Teacher should motivate the students to not just learn English in the classroom. There are so many activities outside the classroom that can develop students' ability and knowledge of English than they just study in the classroom. Students also can be motivated to learn not only in the classroom, but there are also so many positive activities outside the classroom that can be used to advance their ability and knowledge of English rather than just study in the classroom or waste time by pointless activities.

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